

TEACHING SPEAKING THROUGH DRAMA AT THE SECOND GRADE OF SMA

Ayu Rosyada, Hery Yufrizal, Sudirman.

Email: ayurosyada90@gmail.com,

Berdasarkan kurikulum sekolah (KTSP), para murid diharapkan untuk bisa menguasai empat kemampuan berbahasa dalam pelajaran Bahasa Inggris yakni, mendengarkan, berbicara, membaca, menulis, para murid memiliki kemampuan kuat untuk berkomunikasi satu sama lain dalam Bahasa Inggris. Bagaimanapun, mereka merasa kecewa ketika mereka tau bahwa mereka tidak dapat berbicara Bahasa Inggris dengan baik. Mereka jarang berlatih berbahasa Inggris dalam berkomunikasi secara lisan. Tujuan dari penelitian ini adalah (1) Untuk mengetahui bagaimana Drama diterapkan dalam mengajar Bahasa Inggris untuk kelas dua di SMA 3 Metro. (2) Untuk mengetahui pendapat para murid tentang drama sebagai teknik di kelas berbahasa Inggris untuk siswa-siswi kelas dua SMA 3 Metro. (3) Untuk mengetahui masalah dari para murid di kelas Berbahasa Inggris menggunakan teknik drama. Satu dari aktifitas kreatif yang dapat dilakukan oleh para guru penerapan drama. Penelitian secara kualitatif adalah penerapan tehnik drama, sebagian dari siswa tidak merespon pertanyaan-pertanyaan dari guru, dan sebagian lagi menyukain kegiatan drama sebagai tehnik dalam kelas berbahasa Inggris di kelas dua SMA 3 Metro. Masalah yang ditemukan oleh para murid adalah artikulasi dan pemahaman, mereka takut untuk meningkatkan kemampuan mereka,

According to School Based on Curriculum (KTSP), the students are expected to master four language skills in English subject, i.e. speaking, reading, and writing. The students have strong willing to communicate each other in English. However, they feel disappointed when they know that they are unable to speak in English well. They rarely practice English in oral communication and there is gap in the language knowledge. The objectives of this research are (1) To find out how is drama implement in teaching english speaking at the second grade of SMA 3 Metro ?, (2) To find out students' perception about drama as a technique in English speaking class at secon year of SMA Negeri 3 Metro, (3) to find out what are students' problem in speaking class using drama technique. The research design is qualitative. One of the creative activities that can be done by the teachers is applying drama. The qualitative research is implemented drama technique, some of students did not respond the question that gave by teacher. some of students were like to do drama as a technique in speaking class at second grade of SMA Negeri 3 Metro. The problems faced by students are pronunciation and comprehensibility, they were afraid to explore their skill in speaking,

Keywords: comprehensibility, drama, speaking, pronunciation,

INTRODUCTION

English as a foreign language consists of four skills namely : listening, speaking, reading, writing. These four skills are usually considered as integrated system each other. To most people, speaking is the most difficult part in learning a foreign language because it used sense involves the manifestation of either the phonological system or the gramatical system of the language.

Learner often hesitatate to speak because they are afraid of pronouncing the words correctly or the students feel really shy about talking in front of other student, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because success is measured in terms of ability to carry out conversation in the target language.

The choosing of certain method used in class should be suited with the goal of teaching the learning process based on the curriculum, as the right methode will result the better achievment. Nowadays, curriculum used by most school is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Level Based Curriculum in which the basic language skill are taught and trained intensively based on genres and functional speeches. Genre is a division of particular form of art or utterance according to criteria particular to that form .

One of the creative activities that can be done by the teachers is applying drama. Wessels (1987: 41) found that using drama activities helped to bring written

materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in the learning process.

Drama is about talking and acting. That is why drama can be used as one of the many teaching techniques that commonly used in a classroom activities. Drama can help the students easier to acquire English because by following drama class, students have to be able to deliver the dialogues clearly in order to convey the message of the story. According to Curriculum based KTSP (2006), components of speaking that are going to be emphasized by using drama in the classroom are pronunciation, fluency, and comprehension. Drama will be useful in the process of acquiring English as the foreign language, especially in improving students' speaking ability. By conducting drama, it makes the students have a responsibility in delivering the messaga of the story. Hence, they have to speak to each other, even for the students who have not ever spoken English before.

Byrne (1948:8) clarifies that speaking or oral communication is a two way process between speaker and listener and involves productive and receptive skill or understanding. It means that between speaker and listener have a feedback.

According to Harris (1974:81-82), speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at defferent rates. The fundamental concern in speaking is the ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of the listener.

Since speaking is one skill in English which is the most difficult to assess, the teachers have to think hard about the way how it can be easier to do. Implementing drama is the solution. By providing some dialogues and asking the students to read then deliver the dialogues, the teachers can observe students' speaking ability. Drama can make the students have fun during the learning process and can avoid boredom.

Based on the background above, the researcher did the research entitled "The Effectiveness of Drama Technique in English Speaking Class at The Second Grade Students of SMA Negeri 3 Metro".

METHOD

In her research, the researcher used the qualitative research because this research is intended to describe whether drama is an effective technique or not in English speaking class and find out the students' problems the learning process, by recording the students' speaking. The design of the research is based on Recording, transcribing and analyzing the students' conversation based on the script given.

Qualitative research has the natural setting as the direct source of data and the researcher are the key instrument. The data collected is in the form of word or picture rather than number. The written results of the research contain quotation from the data to illustrate and substantiate the presentation. Qualitative researches are concerned with process rather than simply with outcomes or product. (Bodgan and Biklen, 1982: 27).

The statements above are supported by Fraenkel (1993:383) who states that in data collection, the researcher is continually observing people, events, and occurrences, often supplementing his or her observation with in-depth interviews of selected participants and the examination of various documents and records relevant to the phenomenon of interest

RESULT AND DISCUSSION

This research was conducted at the second grade of SMA Negeri 3 Metro. It was carried out at the second grade of SMA Negeri 3 Metro class X1 Science 2 consisting of 28 students. To find out how drama is implemented in students' speaking class, what is students' perception about drama was implemented in speaking class, and what students' problems in speaking class using drama technique. The process took on Tuesday 8 January 2013.. This meeting comprised implementation, Students' Perception, Students' Problem.

1 Implementation

The research was done on Tuesday, 08 January 2013. The meeting was held for 3x45 minutes and followed by 28 students. The activities consisted of pre-activity, while activity and post-activity.

For the pre-activity, the teacher greeted the students and checked the attendance list. There were 28 students who attended the class.

After that, the teacher did not forget to inform the competence that should be achieved by students. The teacher triggered the students' knowledge by asking some questions related to the topic.

Teacher : "Do you like watching a popular drama?"
Students : Yes, mom.
Teacher : "what kinds of story?"
Students : "narative story".
Teacher : Ok ,,what is the title?
Students : cinderella, snow white and many more..

The teacher kept asking them question related to the topic so that they were active in speaking and could share their opinion. When monitoring the students speaking practice, the observer made a note about the mispronunciation, difficult vocabularies or wrong grammar that the students made. The students did not have much difficulty in vocabulary, because they were allowed to see the difficult vocabularies on their dictionary or asked to the teacher or their friends. But mostly, the students mispronounced the words of English, thanks, during, annual, compliment. They pronounced the word, /tengk/ instead of /thank/ thæŋk/, /during/ instead of / during/ 'dʒʊərɪŋ/, /komplimen/ instead of /compliment / 'kɒmplɪmənt/.

1.1Learning Process

In this qualitative research, the learning process covers the students' activities and the student's performance during applying the drama as a technique in speaking class.

1. Students' Activities

While the teaching learning occurred, the researcher observed the students' activities based on the observation sheet. There were six activities in the students' activities .

Pre-Activities

When the teacher brainstormed about the material, not all students responded to the topic enthusiastically. Some of them still kept talking with their friends, used their cell phone in classroom and played around..

While Activities

For while activities, there are three activities that the students must do. They were giving responses to the lesson when the teacher explains, answering the teacher's questions, following the teacher's instruction. when the teacher started explaining the story, there were some students who gave response to the teacher's explanation.

Post Activities

In this last activity, there were only a few students who responded to the teacher's questions enthusiastically. Some of them answered the teacher's question with soft voice.

2. Students' Perception

1. Interviewing

The researcher need to interview the students to find out their feeling after performing the story, whether they felt fun or not of drama technique.

Tabel of questionnaire :

No.	Questions	SS		S		TS	
		F	%	f	%	F	%
1.	Apakah anda suka speaking	11	39,28%	10	35,71 %	7	25 %
2.	Apakah anda suka dengan teknik bermain peran dalam speaking?	13	46,43 %	10	35,71%	5	17,86%
3.	Teknik bermain peran membantu anda dalam belajar speaking.	15	53,57 %	7	25%	6	21,43%
4.	Anda mengalami kesulitan dalam bermain peran.	12	42,86 %	4	14,28%	12	42,86%
5.	Teknik bermain peran memberikan kemudahan dalam speaking	13	46,43%	10	35,71%	5	17,86%
6.	Saat bermain peran, sulit mengutarakan kata-kata yang ada dalam pikiran.	5	17,86%	10	35,71%	13	46,43%
7.	Teknik bermain peran merangsang untuk dap at aktif speaking	12	42,86%	11	39,28%	5	17,86 %

Note : SS = 41,3 %

S = 31,63%

TS = 27,04 %

The percentage of the interviewed result in meeting 1:



From the result of the questionnaire above, the researcher found that, the problem and the weaknesses of the students in speaking achievement not only caused by their weakness in one of the three components in speaking, also due to their

inability to enjoy speaking and their passive attitude in performing. All of them influence the students' achievement in speaking.

3. Students' Problems

Here are the explanation of the problem in pronunciation and comprehensibility.

1. Problem in Pronunciation

Most of the students pronounced the English words by reading the written form of the words that is why the pronunciation of some students were not good. There were some mispronounced words that they made when they practiced their dialogue, such as;

/uppon/ instead of / **upon** / ə'pɒn/, /diət / instead of /**died**/ daɪd/, / maɪd/ instead of /**married**/ mæriəd/, /krul/ instead of/ **cruel**/ 'kru:əl/, /majesty/ instead of /**majesty**/ 'mædʒəsti/, / kɒtəg / instead of /**cottage**/ 'kɒtɪdʒ/, / dwafs / instead of /**dwarfs**/ dwɜ:rf/, / fɒnd/ instead of /**found**/ faʊnd/ .

a Solution For Problem in Pronunciation

The teacher should do pronunciation drills or repeat the pronunciation more than once to the students. The teacher should write the difficult words that the students pronounced on the white board and repeated some words that seemed difficult to pronounce several times by the students.

b. Problem in Comprehensibility

Some students' comprehensibility was not clear or difficult to understand because sometimes interruptions occurred, so the listener made great effort in order to get the meaning. For example a dialogue from Snow White.

a. The queen : " mirror, mirror on the wall who is the .,(mmm emm..)of them??"

The mirror: snow white is the..(mmm...) fairest of them..all, she lives ...with the dwarfs seven woods.

Instead of, " **The queen :** " mirror, mirror on the wall who is the fairest of them??"

“The mirror: " Snow White is the fairest of them all!! She lives with the seven dwarfs in the woods,!

At happened because some students pronounced incorrectly so that it caused a communication breakdown when they communicated each other, and it caused the next actor blanked of his or dialogue.

1. Solution For Problem In Comprehensibility

The teacher should give the examples of each parts sentences which was wrong in comprehensibility. And asked them to repeated by themselves more than twice. And they come in front of the class to perform their sentences which were not comprehend with others without perform the story completely.

2. The weaknesses of the research

- a. Only several students responded to the topic enthusiastically when the teacher did an perception. Most of the students in the back row kept chatting with their friends, using cell phone in the classroom.
- b. Only a few students did answers when the teacher asked questions. Some were students still afraid to answer teachers questions and some of them using Indonesia language when answer the teacher's questions.

3. Solutions of the Weaknesses

To solve them the researcher together with the teacher tried the following solutions:

- a. In doing the apperception, the teacher prepared or asked more interesting questions to brainstorm the students so that they remembered their previous lesson easily about making an invitation that the students' have learnt when junior high school.
- b. Actually, she should give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes. She had to make some praises to the students who answered the questions correctly by saying "yes,good. It is a good answer", so that they were motivated in resspending to the teacher enthusiastically.

4. Discussion of Findings

Students' involvement in learning process

There were 28 students attended the class, some of them performed enthusiastically but the others, and some of them who were not enthusiastically influenced some of them, so they became afraid when acting out in front of the class. They were still nervous and they were feared of doing mistakes when speaking with their friends in playing a story. In addition, they were mixed Indonesian and English when answering the teacher's question it caused they could not improve their skill in speaking so they did some mistakes in pronunciation and also comprehensibility.

This is suitable with Stacker's opinion (2005) stating that by using drama, students drop their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching. The result of this research proves that role play is an appropriate way to improve the students' speaking achievement. Sumarni (1998) claims that drama motivates students to speak or express their ideas because it trains them to use the language in a real situation.

CONCLUSIONS AND SUGGESTION

Conclusions

Based on all data collected from this qualitative research, some conclusion can be drawn as follow:

1. In implemented drama technique some of the students were not involved in the learning process, some could not focus in learning process, and some of them did not respond to the teacher's question based on the script.
2. Some of students were like to do drama as a technique in speaking class at second grade of SMA Negeri 3 Metro.
3. The problems faced by students are pronunciation and comprehensibility, they were afraid to explore their skill, so they did some mistakes in pronunciation and also the comprehensibility.

Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Teachers who want to teach speaking by using drama technique should create and develop an interesting material in order to attract and trigger the students to participate and practice in the classroom.
2. Since the students have the lowest motivation in pronunciation and there are still four students who gain below average score, it is necessary for the teachers to improve their students' pronunciation by doing pronunciation drills by using camera recorder particularly language laboratory where they can listen to their pronunciation and repeats the words over and over or remedial exercises.

3. Teachers who want to teach speaking by using drama technique should create interest situation in this class in order to develop various dialogue in speaking. In addition the teacher should use the media like camera recorder or video to teach the students because it will make the students easier in catching the message from the material they learn.

REFERENCES

Bodgan, Robert C. and Biklen, Sari Knopp. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.

Byrne, 1948, *How to Analyze Drama*. New York: Monarch Press

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*. New York: Edison Wesley Longman, Inc.

Fraenkel, Jack R. And Wallen, Norman E. 1993 *How to Design and Evaluate Research in Education*. New York: San Fransisco State University.

Harris, David P. 1974. *Testing English as A Second Language*. New Delhi: TATA McGRAW- HILL

Wessels, Charlyn. 1967. *Drama*. Hongkong: ELBS (Educational Low-priced Books Scheme).

Stacker's, 2005, *Teaching and Researching Speaking*. Hongkong: Longman / Person Education.

Sumarni, 1998, . *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Penerbit Angkas